

KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	KPS POLICY Community Cohesion	
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Updated By Who:	EHT	
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Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

Kingsnorth...the best days of OUR lives!

Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

Aiming high Academically, Spiritually, Socially and Emotionally

Challenging ourselves constantly to improve our learning

Helping each individual reach their potential

Inspiring others and being inspired

Encouraging risk taking

Valuing others and feeling valued

Enriching lives through our Christian Values to become future citizens of the world

Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.

1. Introduction

The curriculum of our school promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of later life.

We consider this part of our role, and work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Our school should be a thriving, cohesive community that also has a vital part to play in building a more cohesive society.

Every school - whatever its intake and wherever it is located - is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, language and ethnicity.

At our school we have a low percentage of EAL pupils (3.6%) and a low percentage of pupils from ethnic minorities (6.4%) however, we still have a responsibility to ensure that our children learn about an even wider cultural and community heritage, especially the wider community of Kent, the UK and the global community

We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our pupils how different communities can be united by common experiences and values.

We believe that it is the duty of our school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem. We also work in partnership with the local community, the local authority and the Police to ensure that our pupils are appropriately informed and kept safe.

2. What is community cohesion?

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Community from our school's perspective

For our school, the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, and their roles within the school, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- the global community – formed by EU and international links.

In addition, schools themselves create communities – for example, the networks formed by schools in development groups

3 What do we need to consider in promoting community cohesion?

We need to consider what activities already take place within our school and what might be arranged in cooperation with other schools and our partnerships and links in the wider community.

Teaching, learning and curriculum

We need to ensure that we provide:

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK’;
- a programme of curriculum based activities whereby pupils’ understanding of community and diversity is enriched through visits and meetings with members of different communities;
- support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English;
- an effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate and make a difference in school, in their local community and beyond;
- opportunities for discussing issues of identity and diversity across the curriculum;
- an international dimension to our curriculum planning and delivery.

Examples from our school include:

- Our school has a varied and relevant curriculum that develops pupils’ understanding of community and diversity is enriched visits and meetings with members of different communities. e.g. all children go on school visits each year as part of the curriculum to visit a range of Places of Worship and/or experience workshops from a variety of cultures;
- We have a well-resourced Religious Education syllabus based on the local RE Agreed Syllabus and the Canterbury Diocese (Understanding Christianity) programme, which develops knowledge, attitude and skills in many of the areas at the heart of effective community cohesion eg the study of Christianity, Islam, Judaism, Hinduism, Sikhism, exploring their differences and commonalities;
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping e.g. PSHE and Citizenship curriculum eg the ethos and curriculum of the school is underpinned by our School Values
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English. e.g. teaching assistant support under the guidance of the Leader for Inclusion;
- We have brought in an international perspective to our curriculum with particular regard to making links with schools in other countries.

Equity and Excellence

Our school has a commitment to securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and are supported to achieve their full potential.

The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Our school will monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others are accompanied by appropriate behaviour and discipline policies in place to deal with this.

Our school admissions criteria emphasise the importance of admission arrangements that promote community cohesion and social equity and serving our local community.

Examples from our school include:

- a focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status e.g. tracking and closing the gap between groups e.g. intervention strategies put in place to counter underachievement of children at school action
- developing the personalised progress of work eg setting appropriate targets and planning to access all learning styles
- the development of gifted and talented children within the school as well as having effective procedures to support children with special educational needs
- equal opportunities and race equality policies are in place or Single Equality Scheme (SES)
- effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors termly; clear school procedures
- admission arrangements that promote community cohesion and social equity
- Monitoring our school behaviour policies so that no groups suffer prejudice. Ensure that inappropriate behaviour, exclusions, racist, bullying and drug related incidents other stereotyping in monitored termly and reported to governors.
- A PSHE programme which is accessible to all and covers a variety of issues, both within and out of the local community

Engagement and Ethos

We seek to broaden the ways that we work in partnership with other schools. We look locally and further afield and the means of developing the relationship may be through exchange visits or more likely through the internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community includes:

- working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change;
- maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals;
- engagement with parents through family liaison work, Father's day, Mothers days, Grandparent's day, coffee mornings, curriculum afternoons, parent and child courses and *to support families with communicating with school, parenting skills, housing, domestic abuse, illness or bereavement; and visiting specialist teachers of music who teach violin, piano, drums and guitar.*

The school community

- A school ethos established through our Values with clear aims, objectives and rules that underpin everyday practice e.g. no bullying or racist comments
- Use of parents/carers/family to talk about living in different communities and using their skills to promote learning
- School council to take into account pupil views e.g. monitor racism, bullying and playground behaviour
- Regular participation in Citizenship initiatives

The area in which the school is located

- We have strong links with our local Churches, Parish and Borough Councils, Police Community Liaison Officer
- Working with community representatives, for example bringing community representatives into school to work with pupil's strong links and multi-agency working practice developed between the school and other local agencies,
- Engagement with parents through PFA, FLO, special assemblies, curriculum evenings, open evenings, parent and child courses, parents invited to worship, special events e.g. Year R mothers day
- Provision of extended services and community use of facilities for activities that take place in and out of school hours e.g. including sports, adult and family learning, information and communications technology.

- Food bank collection which supports the local community.

The UK community

- Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas and other schools
- Giving children experiences through visits and residential of differing areas and communities eg Year 3-4 visit to a small village
- Ensuring that children are aware of national and local events that affect people's lives
- Learning about how different communities celebrate different festivals within Britain, e.g. Eid-Al-Addha, Ramadan, Eid-Al-Fitr, Diwali, Chinese New Year, Christmas, Harvest, Passover, Baisakhi
- We prepare our pupils for active Citizenship in the school and community through the school council; school choir performing at the 02.

The global community

- Links established locally and also International Links
- Children raise funds at an annual fun run to support Macmillan Cancer Support.
- Year 6 residential to France (French culture, history and geography)
- Geography curriculum informs children of world wide ways of living
- Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day The Charities are chosen by parents and children, We support seven a year.

The Role of Governors

Our Joint Local Governing Body is legally responsible for ensuring the promotion of social cohesion and the Headteacher is responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:

- The school's impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down?
- How our school uses its own data around bullying and racist incidents to inform provision and school development?
- Whether we serve the wider community and help bring pupils and parents together?
- How representative our governing body is of the local community and pupils backgrounds?
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable?
- How our school actively promotes understanding and dialogue between different groups, do we work in partnership with community and faith leaders?
- Any social problems which might impact adversely upon the school and how we have sought to engage key partners?
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available?

The school staff and governors will regularly review activity under key headings above to ensure that this is further developed and refined. Evidence of social cohesion activity will be kept on file including photographs.

Links with other school policies: eg

- Equality and Diversity
 - Race Relations
 - Citizenship
 - Religious Education
 - Anti-Bullying
- } Single Equality Scheme

Our network of partners in this area of school life includes: eg

- The Police through the Community Liaison Officer
- Vicar of local Church

Websites of interest

http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_com_cohesion.cfm

<http://www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack/>

www.ofsted.org.uk

www.everychildmatters.gov.uk/ete/extendedschools

www.teachernet.gov.uk/extendedschools

<http://www.schoolslinkingnetwork.org.uk/default.aspx>